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ABSTRACT

The community involvement of speech communication department faculty members at Eastern Illinois University (Charleston) is described in this transcript of a symposium presented at the Southern Speech Communication Association meeting. Among the specific groups served are Ralston-Purina, the Illinois State Dental Association, the University of Illinois Medical School, numerous inservice teacher education workshops, and a variety of local service clubs. The programs devised for each group are briefly described. (TO)

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SPEECH COMMUNICATION AND COMMUNITY SERVICES

SOUTHERN SPEECH COMMUNICATION ASSOCIATION

Richmond, Virginia

April 10, 1974

Participants

"Consultant to Industry"	Bruce Wheatley, Ralston-Purina Co.
"Operations Improvement for Modern Organizations"	Bill Cash, Ralston Purina Co.
"Workshops With Dentists"	B. F. McClerren, Eastern Illinois University
"Workshops With Nurses"	Cal Smith, Eastern Illinois University
"Others We Serve"	Jon Hopkins, Eastern Illinois University

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"SPEECH COMMUNICATION AND COMMUNITY SERVICES"

We are pleased that you are attending the Speech-Communication and Community Services program. Last year some of us attended the Southern Speech Convention at Lexington, Kentucky where we enjoyed the programs very much, the tour of the city and country, food and fellowship at Spindletop; -some of you were there undoubtedly. I hasten to add we are enjoying the hospitality here in Richmond. This year we wanted to come SSC and share something with you. Thanks to your vice-president, Dwight Fresney, we're here.

The purpose of our program is to describe some of our activities in community services. You may wonder why we became involved in community services. Well, during the school year 1972-73 Dr. Gilbert Fite, Eastern's new president, urged that all departments seek ways to serve the community. Now considering a slashed budget and decreasing enrollments, any action to adjust public opinion seemed timely. When Dr. Fite arrived on the scene, some members of our department were already serving business and professional groups. The president noticed and pointed to Speech-Communication as a model for other departments to emulate. Since the president's public and continued blessings, we've reached beyond the classroom to accept more and more responsibilities.

Now what's in this for us, you may ask. Well, its a very lucrative venture. During the school year I have participated in at least seven workshops and other ventures, and I'm recommended for $15 per month merit money next year. Whooppee! So the reward you see is largely the satisfaction of rendering some needed services; and a positive public attitude toward higher education may tend toward our survival. This is something you've already figured out too! Many of you are now engaged in similar community services.

Indeed we're not here to boast, we're here to share our experiences, and we do hope that you may gleen a few useful ideas this morning. After all the members of the symposium have spoken, we hope to have an open forum. Our first speaker is Dr. Bruce Wheatley, who is employed part time by Ralston Purina Company and part time by Eastern Illinois University. Dr. Wheatley...

Thank you Mac. My area that I want to talk about this morning is a little different I think than some of the other fellows, and is a little more broad probably in that I'm interested in communication consulting with predominately industrial organizations. A number of years ago, in fact I guess its been four years ago, the gentleman on my far right who is the short chubby of our two man team-we for some time were very interested in doing a lot of work with the industrial organization. We thought how we were ever going to get into it; -how do you start? We think we have a lot to offer, but how do we do it? Well, we went the route of joining a professional consultanting firm in Chicago through a previous contact, and we joined them to develop a number of different research tools, measurement tools that could be used by industry. We took off a semester and worked with them and then we worked with them the following year on a part time arrangement and did some work then for other organizations. Our original approach was that we felt that we had two things that we could offer an

organization. One, we could do certain types of communication research work which in turn could be valuable to the organization. For example, communication climate studies, communication audits, one thing and the other. From this we also thought we could offer a number of training or development programs. Training is sort of an out term now. Development, I think, is a new term that is much more prevelant in industry today. And we felt that you could talk about management by objectives, you could do a lot of job enrichment work, and you could do a number of different techniques that rely heavily on communication. Our approach was to do research and lead to development. That was the wrong way to go as we later found out. The best way we found to work, and we developed this later when we went into consulting more privately, is by doing development work first that leads to communication research secondly.

Let me give you an example. Back in our area of the country the Chamber of Commerce came to us and said: "You fellows have done work in Chicago for certain organizations and certain industries. Would you be willing to sit with us and with area industry representatives and talk about basic principles of communication that could be applied to organizations, especially for first line supervisors." And we said yes we'd be happy to do so. We sat with these people and explored mutual areas of which they thought might be valuable. From that we put together a six week course which we called "Communication in Supervision." And we put together a twelve week course of the same title. The twelve week course took us in a little more depth. We ran the course the first time and we said, "All the industries in the area we will only let you have from three to five first line supervisors. We want no boss subordinate, we want only first line supervision. And you're only elligible to send three to five. We want to do this at night, we want three to four hours per night, and we want a week in between." We were somewhat still skeptical wondering how progressive our industry was in the midwest, especially in a small geographical area of the country. But we were very fortunate, we felt, in that the first course we offered had 17 industries represented and had 43 participants, which was a little longer than we had anticipated. From it we did three other courses just like it, and at last count, we were, I think, over 210 in the first 18 months of first line supervision in training and communication work. We saw some tremendous values coming from this. The word began getting out that we had something of value to offer. We began to get a number of requests to do indepth work for other clients, for example IBM and people like this.

But, I think the thing I want to talk about the remainder of this morning is, how from training or development comes research. As a result of working with these first industries, I received a call one day from a fellow who was a plant manager of a local plant. He said, "We're having some problems with our MBO system, Management By Objectives. I wonder, would you sit and visit with us for an afternoon and explore this?" I said yes I would be happy to.

I went. I sat with the plant personnel and we talked about management by objectives; and I think some of you are probably familiar with this motivational tool which was originally developed by Peter Drucken. And George Odeorn has done a great deal of work with it. It's a very popular organizational development strategy. We sat and we talked about MBO. I learned that this particular organization's top man had been replaced and no longer were they working under what we in the field would call an

autocratic type of leader. But they had gone to a new system of management which they called participatory managements, in which they said, "We want every one of our people in the management group of this particular location of some 400 employees, - all out management people, - to exercise a certain amount of responsibility, and to work interdependently as a group to solve mutual problems that face us." So I said there are a number of ways that we could approach this, but I think probably before we decide how I can help you, or if I can help you, that it might be valuable for me to sit, to observe your meetings, to do some interaction analysis work using the Bales system, to do some interviewing, and to do some survey research with MBO. I did that. It took about 2 months of analysis to watch how they worked and so on. The conclusions that came from this piece of research were that about 25% of the members felt that they were not making any contribution at all to the group problem solving of this organization, and 75% were not even aware of the fact that they had the opportunity to make certain contributions. In other words, while management had said, "We want all of you to be encouraged, we want all of you to make a contribution," we had found out that very few of them in fact believed it. From this we began to develop a unique system of management by objectives - I think for this particular organization.

In the historical perspective of Odeorn's work, he says, "A superior and insubordinate sit together." They work out: (1) a job responsibility chart. They begin to say here are my responsibilities. The supervisor writes out what he thinks the subordinate's responsibilities are. The subordinate does the same thing. They sit together and compare those things so that there is a common understanding of, "here's what you do in the work force." We agree. From that, certain objectives, goals, - that are to be met in terms of performance, - are developed by the subordinate and also by the superior and they sit together and work out an arrangement. I felt that this was not what was needed at this organization. If you really fully believed that participatory management was to operate, it should be much more interdependent. So our strategy was to say, "The group will determine what your responsibilities are. So that each person of this 12 member group has an equal input into what everyone is going to do. It's a sharing of responsibility, a development of unique objectives." We tried that. We're now in the second year of management by objectives at this particular location. Our results right now is that in the last year production is up 12%. Net profit is up 3%. Absenteeism of employees now is down 18%. Turnover is down 22%. And we find now with the research that we are doing that morale is much higher, group productivity is much higher, and the group now is beginning to say that MBO has a tremendous impact on our organization. What is the next step? Where do we go from here? And we're beginning now to look at some other techniques, and the group is beginning to explore.

Now it seems kind of unique and I never thought when I got into this 4 or 5 years ago, that a professor in Speech-Communication would work with industrial organizations in an area like this in organizational development. But Bill and I found that there is a tremendous need for industrial organization in terms of help that we can provide. I don't think we're talking from a standpoint of a public speaking arrangement. They are not probably that interested in that. But much of what is done is management and in organiza-

tional behavior is done through communication -- face to face communication. And I found that most of our people in our field have tremendous inputs that they could provide to business and industry. It requires, I think, and by no means are we perfect in this respect, we have a lot of work I'm sure yet to do. But the point is, that once the name is exposed and you do a fine job in a development area, the research that many of us enjoy and want to do opens up. And that opportunity then, comes where we can work indepth with a client on a mutual problem solving basis. And it's extremely rewarding, I think, to industry, and it's extremely rewarding to myself and the people that have worked in it.

If any would like to ask me questions at the end I'd be happy to answer them, but I shall withdraw and allow the floor to be occupied by my partner-who's sitting to my far right as I have mentioned. Bill Cash is a Ph.D. from Purdue, which is a little agricultural school in the Midwest, and some of you may have heard that and his background is organizational communication. He is the recent co-author along with another Purdue chap, Charlie Stewart of a new book by William C. Brown called Interviewing Principles and Practices. It's now available, it's been published as of 3 or 4 days ago. The reason I'm talking very favorably about it is that I'm part of his agent, I get 2% of his royalties. For both of us we urge that you buy it. It's an interesting text.

I think probably you may be wondering how did we ever get working for a feed company, Ralston Purina. We don't sell puppy chow, Bill eats alot of it. We don't sell any. A few years ago Bill appeared on a program at Central States, I believe it was, with a fellow from Ralston Purina. And at that time he talked about a new program they had developed for their people called Operations Improvement. We got sort of excited about it and we suggested to them one time that we ought to all sit down and write a book about this. One thing lead to another and they agreed that it would be nice if they hired us to write the book. So we've now finished the first draft of the first book and there will be two on this topic called, Why Doesn't Someone Ask Me - The story of a poor employee and his failure to be utilized fully in an organization. So we are now doing two things. We are finishing a book for them and at the same time beginning to offer this particular program to other organizations. I'll not take too much of Bill's thunder other than to let him explain what Ralston Purina's operations include. Bill...

Flying out here last night Bruce had a white turtle neck sweater on and as thin as he is, he looks like a Q-Tip with hair. I told you I'd get you back skinny. We ran into this fellow John Schmidt. I have been associated on and off with Ralston Purina through the American Youth Foundation; I teach at their summer camp at Michigan, and I have for the past ten years, called Leadership in Small Group Behavior. I met John and we kidded and joked. We had a combined convention, the Illinois Speech Convention and the Missouri Speech Convention so we went over to Ralston Purina for a free lunch. John has a marvelous Swiss-German accent and he said (Swiss-German accent) "And why don't you get together and write a book." We said that sounds good. So we have been working on a book and last July they said, "Listen, you guys do this kind of stuff. You work

for different organizations and put on seminars and do things like that. Wouldn't you like to work for us?" And we said, "YEAH, it wouldn't be a bad idea."

Operations Improvements started about 8 or 9 years ago out of the frustrations of two people. R. Hal Dean, who is our chairman of the board, and is on the board of Gulf Oil and some of you may remember R. Hal Dean speaking out quite strongly on beef prices a few months ago. He's a pretty hard nosed tough business man. And one of the things that he was getting frustrated about was his goal as Chairman of the Board to make us a five billion corporation by 1980. We are now 2.5 billion. I don't know if you have any idea what phenominal growth that is. That is going to double our size in six years. The cry of Ralston Purina is, '5 by 80' (5 billion by 1980.) If you know there is a joke at Ralston Purina, we say "There are only two people you don't argue with, God and Hal Dean, not necessarily in that order either. So, out of that frustration he said, "I want a program that will do one of several things. The bigger we get the more slack we get in the rope. (1) The more costs problems we have. (2) The less we get away from being a people organization. I think if you know the history of Ralston Purina, you know the Danforth family, you know I Dare You, you know their people orientation. While there was a big fight and the Danforth people are now out, they own a considerable amount of stock as you can imagine. Hal Dean is still a people kind of guy. But with 43,000 employees scattered throughout 23 countries, it's hard to maintain a people organization. How do you go about doing that? Well, Hal felt, and by the way, Operations Improvement is a name for a amalgamation of a whole bunch of things. Hal Dean felt that probably the greatest single source of wealth in our organization were our people and we simply weren't utilizing them very well. And a couple of quick morale surveys discovered that. We asked people. We said, "How much of your knowledge and ability are you using at Ralston Purina?" I'd rather not tell you what the averages were, but they were awfully damn low. He said, "We've got to do something. We have got to get people involved."

At the same time John Schmidt, our friend, was saying, (Swiss-German accent) "There's too much waste around here. There's too much cost over run. People want to know what's going on. We need planning. We need organization." So getting those two guys together, one irritating the other, they sent John all over the country. He went to sensativity training. He went to managerial grid training, to M.B.O., to Harvard School of Business, to work simplification, Sidfect's Better Methods in Chicago, all over the place. He liked little things about these programs. There's only one thing he didn't like, about most of the job enrichment portion. That was that they talked about involvement. They got everybody in a room and they said, "Hey, your job isn't boring. Going out there and screwing those little whim-whammies into zip-zaps everyday for eight hours a day is not really boring. Think of the wonderful rhythms of the machines and that soft metallic color. And those nice drab uniforms. And think about how concerned we are about you." You know that a guy went out in a shop and did the same dull job. And he said that after about a half an hour after being back on the job, "This is a hell of a dull job." Most job enrichment programs, job invovlement programs, talk about involvement. We don't do that. Operations Improvement, and I'm going to condense what is normally a 2 hour presentation into 10 minutes.

Operations Improvement is a training program consisting of 40 hours of in-class training to do several things. (1) To establish a method of openness, a way of asking, one of the things we teach in Operations Improvements is to ask why about everything, I don't care what the hell it is, ask why. If you can't come up with a lot of good reasons, what would happen if you didn't do it anymore. We have had all kinds of things eliminated; reports eliminated, meetings eliminated, because people said, "We don't need to do that anymore." Well then let's just stop, let's not do it anymore.

The physical outcome, the product of Operations Improvement is to take a look at people and say, "Look, you are the only people that do what you do in the world. Nobody else does what you do. So you are the number one expert at that job. Now what we would like is - we'd like you to work smarter not harder. We don't want more slip, we don't want more time or more effort out of you. What we want are your ideas and we want to put them into practice." Now every employee that sits in on our first session says, "Sure, you want my ideas, of course. Hey you didn't listen in the past fifty years, what the hell makes you think you are going to listen now?" They are extremely skeptical. Why? Well if they have a suggestion system or if they have a dishonest boss, they have had ideas stolen, they have had their ideas passed off as the boss's ideas, they are very skeptical. The physical product, the outcome of this training program, is what we call an action plan. I have some samples with me if you are interested. I have a little literature on the program too if you are interested. The action plan is a systematic way of improving your job; it is a partnership between you and your boss. Now in the training program we do not have superior or subordinate at least through the first few sessions, or the first few groups. We limit the training to about 15 people per group so we have plenty of time to work with them. We talk about such subjects as overcoming resistance to change, improving upward communication. What we are trying to do is we're trying to generate enthusiasm at the top and ideas from the bottom. This is a tremendous way by the way, to audit upward communication. Bruce and I are going to be at ICA next week in New Orleans to talk about how we audit communication with these action plans. After an employee has an action plan written up and ready to go, he presents it to the group and we rip it to shreds so that when he goes in to present it to his boss he is prepared.

The action plan has to be approved and implemented within six months. The reason we say this is because, once you get an employer reved up, once you get him convinced that he's got good ideas, that he can make a contribution, that he can reduce costs, that he can improve the job, by the way not all the ideas are cost reduction ideas, some of them require some capital outlet. What we are interested in is - can we improve what we are doing? We can always improve what we do. One of the little maxims we have in the training program is 'perfection is no barrier to change.' We can't make enough dog food. We build two chow plants every year, we have for the last 17 years. Do you know we can't make enough dog food. We really can't. We can't supply our own product. We're good at what we do, we have 19% on the market. Now that may not sound like alot, but that's about 800 million bucks. That's a lot of dog food and cat food friends. We still are trying to improve. We think that if you are an

organization of any kind, especially higher education. I'm starting this program at the University of Nebraska in Omaha very soon to work with a couple of other universities too doing this program, we have had phenominal results - we've produced results you can't believe it- because people have good ideas and they want to contribute them. After they are through with the training program the ideas are implemented and we calculate what the costs are in terms of the reduction.

Now I haven't talked about the atmosphere we try to create because it is impossible to convey that. We try to create an atmosphere of openness, we try to create an atmosphere of questioning, we try to create an atmosphere of look, too many organizations manage, especially colleges and universities, from edict point of view. They think that because they are managers they are the only ones with ideas. How many of you know, and I'm sure this isn't the case on your campuses, but how many of you know of a Dean or better yet an Assistant Dean, those are the gems, or a Vice President and you come to him with a good idea and he treats you as if you are a faculty member? I just got back from a meeting with Oregon State - I'm going out there May 8 to meet with them to set up the program there, we have a couple other people who are coming from Vanderbuilt to St. Louis this week and we're setting this up at several other universities. Do you know that we can't get our own university to listen to us? We cannot get an audience with our own President which I think is interesting.

This program works. How does it work? It's very simple. (1) You ask employees for their ideas. (2) You really put them into practice and the biggest ingredient of all - and it is terribly simple - you give them credit for it - Public Recongition. We recognize these people through publicity. One little trick that Chancelor Danforth did at Washington University in St. Louis which was a tremendous payoff was that he called up the husband or wife of the employee who suggested the idea on the day that it is to be implemented and he says, "Mary, I want to thank you for Bob working with us for so many years. He's always made good contributions, but he volunteered for this program - and it is a volunteer program. He participated and went beyond the call of duty and we appreciate it. We want you to know that you should be proud of that husband of yours because we are." I can't tell you what that does for morale. I can't tell you what that does to a janitor. By the way, this is an employee training program. We train everybody from the Chancellor to the grounds crew people. Some of the best ideas by the way, come from the people who are functionally illiterate. We had one man in the group who could not read or write. We had to get a secretary to help write up his action plan. The poor man couldn't even sign it but it saved the company 16 thousand dollars. We have been doing this internally at Ralston Purina for about 5 years now. We work under the organizational development area. Operations Improvement is a function of organizational development.

There are two functions of Operations Improvement, One is internal. We have this manual, a program, and the tapes. I don't know if you've ever seen Peter Drucker in Hebrew or Portuguese, but it's kind of interesting. We have people who travel all over the world and do this. We don't work for Ralston Purina internally. We sell the service externally to other people. That's our job. That's one of the reasons why we're half time. Our primary purpose is educational institutions but we also do this for

other organizations, bands and so forth. So far we've worked with 11 organizations outside Ralston Purina. In the pilot group for 4 thousand dollars we have never failed to achieve more than $100,000 in forty hours of training. At Washington University with 350 people through the program, in one year we reduced costs of Washington University in St. Louis on a 30 million dollar budget 1.8 million dollars. That's just listening to employee ideas and putting them into practice and giving the employee credit for them. So it becomes the Bill Cash action plan or the Bruce Wheatley action plan or the Floyd Merritt action plan and then recognizing people for their contributions.

I think probably one of the biggest areas, and if we could get into it we would, would be the Federal Government. We are working with the US Department of the Navy, hopefully if they ever make up their mind. I think we could do tremendous things for governmental agencies. We are progressing slowly obviously. One of the things we don't do is more than 3 or 4 of these a year, because we think that consultant's relationship is important. I kind of banged the idea around but I don't want to spend all kinds of time because I'd much rather answer your questions at the end.

By the way, one of the things we do when we go in to talk to people is to be introduced by a 3rd party. We don't blind canvas; we don't send out mailers; you won't read about this in a journal somewhere, you may soon, but not for a while anyway. We have enough business right now. One of the ways we get introduced is by a faculty member. I don't know how many of you know John Keltner out at Oregon State, but John does a lot of management consulting too, and has written a couple of good textbooks in communication. I know John well, and he knew about this through Charles Reading. He called me up on the phone and said, "Get out here to Oregon State, we're really in trouble." So one of the ways we do get into colleges and universities is by being introduced by interested faculty members.

We do have two or three pieces of literature up here and one is the basic fact sheet about Operations Improvement and what we do. Three pieces of literature . . . One to twenty-one Questions and Answers to Operations Improvements, what the participants say, and as you can imagine all the quotes we have are good quotes. We don't have any quotes that say the program is lousy. Then we have a fact sheet on Operations Improvement which explains a little. We do do some other things. Bruce and I just finished a workshop on non-verbal communication for secretaries, and we're doing one for Monsanto Chemical Division very soon. We're doing the State Fire Marshall's Convention, and a couple of other things like that because we enjoy doing it. There's a tremendous opportunity for people with a Speech background, with a communications background, with some knowledge or organizational behavior to make reasonable good money and to have a good time going it. That's Operation Improvement, and on behalf of Ralston Purina, we hope you'll but everything that we make.

Now I'd like to introduce a fellow, I don't know if I should ever forgive him for this or not, but on August 11, 1968 this man did the most unkind cut of all, he married my wife and I. No, I forgive him. Mac McClerren has a background from Southern Illinois and has recently gotten involved in a lot of consulting work. Mac will tell you some of the things that he does. Dr. McClerren...

First I'm going to adjust this international hook up. I'd like to ask Bill a very important question after the program. It will have to do with the college professor adjusting his budget to fit current inflation. Maybe you're interested in that too. Some of us are working with the Illinois Dental Association and with the University of Illinois Medical School. I'm going to tell you a little of what we're doing with the Illinois Dental Association. During the Spring of 1973 Dr. Robert Griffith who is the President of the ISDS contacted Dr. Jon Hopkins, from whom you will hear in just a few moments, and asked for some assistance with communication problems. According to Dr. Griffith, the Dentists were having problems communicating with their patients, with nurses, and most of all with other dentists. They were having problems in organizational meetings. The problems, as far as we could determine after some preliminary meetings with them, focused on language and attitudes. They were problems generally of being understood, and understanding other people. So a workshop for officers and members of the ISDS was planned and we met at Starved Rock, Illinois on June 30, 1973. After some preliminary statements the dentists, about 100 in attendance, were divided into groups, and the leaders of the workshop rotated among the groups. Dr. Hadwiger, who is not with us pointed out how the IDSD could use media more effectively, and Dr. Thornburg, from Journalism, illustrated ways to improve their professional journals. But the part of the program which I wish to talk about is the one that Jon Hopkins and I conducted and this will give some idea of the kinds of things that we did on that particular occasion.

Adapting to the audience, we chose to discuss three diseases of communication that seem to plague the dentists. Symptoms and prognosis were presented for each affliction and application exercises were designed to help the dentists to identify and correct the specific diseases. We didn't use the works plaque for cavity but we did try to adapt to them. The three diseases of communication that we dealt with were allness, projection and abstraction, therefore we were focusing on a semantic approach. Allness was identified as an attitude partially caused by language structure affecting the behavior. The symptoms were identified in the following ways: the afflicted person has a closed mind and believe me some of the dentists did have closed minds or hardening of the attitudes. They assumed that they could say all about anything; they assumed God-like superior attitudes not unlike some of the Assistant Deans Bill talked about. Their favorite exercise seemed to be jumping to conclusions and they didn't seem to differentiate between facts and inferences. So self-diagnosis consisted of a fact-inference test which we administered after which time the participants also presented cases from their own experiences to support the diagnosis. Of course these cases generally focused on someone else and that could have been a therapeutic exercise too. The prognosis for the patient afflicted with allness was that he could recover by learning differences between facts and inferences and he was advised to exercise with the extensional devises. Projection was defined as an interpretation of meaning based on the assumption that the same words contain the same meaning for everyone. Here the symptoms included the assumption that words mean - not people, the assumption that everyone uses the same word in the same way and the belief that words are timeless and changless. The diagnosis include examples submitted by the dentists, and Hopkins and McClerren presented examples of a regional, social, historical and technical nature. This may sound like old stuff to you but it was new to the dentists. The prognosis for

the patient afflicted with projection was that he could recover by learning that people mean not words and that meanings are personal and determined by experiences and that some understanding may be gained by asking the appropriate questions. It was advised that each day one case of projection be given a thorough cleaning. Abstraction was then defined as a process of leaving out details on both verbal and non-verbal levels. Some symptoms of this malady were identified as lack of awareness, that human perception is incomplete, and that language does not present a complete map of anything perceived or the assumption that everyone sees the world in the same way, lack of consciousness, or leaving out details and what we call map-territory confusions. Following diagnosis therapy applied exercises dealing with the abstraction ladder, the treatment also included a picture forum to test the perception of the participants. According to the prognosis the afflicted could recover by gaining consciousness of abstracting and he was advised to exercise with the structural differential.

Now a second program that we conducted with the Illinois State Dental Association met a short while back, March 21 at Springfield, and this time by request we dealt with group decision making processes. Dr. Hadwiger spoke about the advantages of group efforts and I talked about the similarities and differences between discussion, debate and persuasion. We discovered again in preliminary meetings with some of the officers that they didn't realize what they were doing when they were meeting in session. They couldn't differentiate between debate and persuasion and an activity where one tries to make a discovery. Some of them were coming to the meetings with already polarized or crystalized attitudes. So we felt that this kind of program would be beneficial. Indeed Dr. Griffith requested it. One of the things that Dr. Hopkins contributed during the program was a lecture on listening followed by a film illustrating good and bad discussion habits. Based on this was an exercise that helped the dentist realize that they didn't listen well. After they had identified their own problem we felt that we could deal with it more efficiently. So after Hadwiger and McClerren discussed the roles of participation and leadership, Hopkins introduced what I believe to be the most important part of this particular program - the reflective thinking process. Next, the dentists were divided into groups of six to eight. I'm going to cut through this very rapidly. We had carefully phrased questions that dealt with the internal problems of the ISDS organization. These questions were printed and distributed to the various groups. The dentists were then to follow the reflective thinking process through one of the questions and we guided them through. Now again, this is nothing new to you as speech people, but it was new to them. They were just as delighted with the results that they obtained by going systematically through a reflective thingking process as I am when one of them cures a tooth ache for me. So now they want to bring all their officers to our campus for a training session. Of course, we are going to be happy to accommodate them. Jon Hopkins who has had more dental work done than any member of this panel, says that it is really nice to get the dentist's hands out of his mouth and his hands into their pocketbooks for a change. Another delightful group of people with whom we have worked are the nurses of the University of Illinois Medical School. Dr. Calvin Smith is going to tell you about that.

I don't want to take a great deal of time this morning to talk about this because much of this could be repetitious with what Mac has already said, but I do think there are some things that need to be elaborated on in terms of our work with the public health nurses. In the Fall of 1971, Mac was contacted by Helen Hotchner who is the coordinator of the five year plan for public health nursing education in Illinois. He and Jon were asked to conduct a workshop on communication practices and problems. As Mac has already indicated, they followed the same kind of format as they did for the dentists on the first occasion - that was a general semantics format. The interest that they gained, and I don't know how you make the contact with people, our contacts have been Bill has indicated that we were on a program with John Schmidt at one time on this particular occasion another public health nurse heard Mac give a speech at Olney Junior College. I think we don't have any systematic method of contacting people - it just seems like we have had things sort of come our way and then we have told them that we are very open to continued programs of this nature. As a result of this 1971 contact that Miss Hotchner made with Mac has been a very lucrative and very worthwhile venture we feel for the last three years with the University of Illinois College of Nursing and the Division of Nursing of the Illinois Department of Public Health. They are funded by Federal State Block Grants, but we like to get our hands on that Federal money just as well as anyone else does and with declining enrollments I'm sure that all of you are interested in finding ways to supplement our incomes.

We have found that this has been worth while. In fact we found that more we charge, the better they like it. If you get involved in these kinds of programs, lay it on them for at least a hundred a day, can't go with Bill and Bruce, theirs is $500 minimum, but we're going to work up to that. But at any rate, they did the General Semantic format for them and it was very successful, so successful that the following year they asked us to do a workshop on interviewing. This time the program was expanded from two cities which we had held before to three cities. The workshops were held from 9:30 in the morning to 4:00 in the afternoon. Believe me in a workshop situation, as most of you recognize, the longer the spoke the bigger the tire and you've got to have some time for these people to get up and move around and so forth. We have found that there are a number of things that are important to remember in a workshop setting. At least it has been successful for us, and these have been very successful because after each workshop they fill out a very frank critique sheet on you. These critiques then are used in turn to justify additional federal spending. We have been very fortunate up to this time in getting continued support by the government and the state.

But the three things that we have found to be most important in these workshops are involvement, variety, and an emphasis on the practicals. Like Mac was pointing out a few minutes ago, they aren't interested in having alot of finely spun theories. What they are intested in is what will work. So we try to keep it on a very practical basis. The program on interviewing was designed so we could get immediate involvement. I think this is important.

For those of you who are planning workshops, and I'm sure many of you have already conducted them, immediate involvement is very important. So we played a simple non-verbal communication game to get the nurses started. Which we divided them up into groups of three, labeling them A, B, and C. Then we gave them each different instructions. Person A and C were to have a conversation and person B was supposed to be an observer. It was just a simple game and I'm sure most of you have played it in your basic courses. We found it to be very helpful because we had person A as they were conversing move in on person C. And the whole purpose of the game was to get person C to back out, or otherwise show some kind of manifestation that her personal space was being invaded upon. We did have a few male nurses, but they were very few. But then at any rate we got some interesting results. Almost everyone got involved immediately, and it lead into a discussion of proxemics, body language, the circle of comfort, and generaly just non-verbal considerations in interviewing. So it got immediately involved, very simple approach but yet got them involved in the workshop situation. After that we had about a 30 minute discussion on the interviewing process emphasizing the good open and the clean lead into the problem area and the prove techniques and other kinds of basic considerations and then the close of the interview. So it was just a real general basic kind of thing that you would teach probably in the first day of your interviewing classes - those of you who have interviewing class on your campus. And then afterward we found that this involvement was important in terms of allowing them to have a brief question and answer session.

Then about 10:30 in the morning you have to have a break for about 10 minutes which we found very helpful to us to sort of pull things together again but also to reinforce their attention span. And afterwards we then discussed the four basic types of interviewing. That is informative, persuasive, problem solving, and disciplinary. And then we did some role playing activities. Now you recognize that role playing is fought with some perils because obviously part of the problems are that you are not going to be able to explain the whole situation in detail and so forth. So we did learn some things which we had to revise and improve and we went along as far as the role playing situation was concerned. But we did find that is was a very helpful device, but it is a little difficult to rely on it alone. So just before lunch break, and I think that this was a very important thing that made the workshop successful, we asked the nurses -just five minutes before we broke for lunch - to formulate questions over the lunch hour, that they would like us to zero in on. If they felt that we had not been specific enough in the morning sessions, and we really had been perfectly very general in just giving them the background for good interviewing techniques then during the lunch hour they could focus on their particular problems and then we promised them that we would handle those immediately after lunch. Now this obviously served two good purposes - first it allowed the nurses to feel that we were trying to adapt our program to their needs; secondly, and perhaps just as important, it provided them an ensentive to come back in the afternoon to discuss their specific problems so we had sort of a hooker right before the lunch hour and found that this worked out very well.

After lunch we spent the first fifteen minutes just answering their questions - don't take any longer than that or they will kill you because you get off into sensitivity training, psycho therapy and all this kind

of stuff, so it's important, we found at least for our purposes, to keep it short. Fifteen minutes was very adequate. And then questions which lent themselves to activities that we already had planned for the afternoon, one of the individuals on the program wrote these down while the other team members lectured, wh' then he plugged it into the program we had for the afternoon. So it had a very accelerating effect, that we then could adapt our program specifically to their needs and also gave us the acceleration and sometimes the frustration of winging it in the afternoon. So it was a winging session but we did have enough structure in the afternoon program to keep it managable, and we found that this would be very worthwhile because the nurses really appreciated the fact that we did try to adapt specifically to their problems. And we really did make an effort in that regard.

The following year, actually this year 1973-74, we conducted a session on group dynamics. Again, three workshops in three different parts of the state, Mt. Vernon, Aurora, and Peoria. On this occasion we got immediate involvement. Just a few months ago when Nixon pulled his gas shortage bombshell. As a result we had to get immediately involved by talking about what can be done to solve the energy crises. Right after the introductory remarks were made, then we just put them into groups of five to eight and said solve the energy crisis in fifteen minutes. There were several assasination suggestions but other than that we had an interesting session then. The reason we did this was because we had several other medically oriented later in the day and everyone was worried about gasoline at that particular time so it worked out very well. During that fifteen minute discussion, of course they did all kinds of things that were wrong, which we hoped they would do and they did. We had an observer in each group report back to the main body and tell us what problems were discovered there. This helped immediately to get everybody kind of involved in the situation and lead very practically to a film that we had called "Meeting in Session" which depicted appropriately a group of nurses who were having a non-productive discussion followed by a productive discussion.

Their critique of their own discussion was reinforced by the film which showed both the wrong way and the right way to have a group discussion. Then we had an oral critique of these followed by a ten minute break. Then at eleven o'clock, the last morning session began. We found that the variety here was helpful. We'd already had them involved. We'd already shown them the film. Then we had a series of mini lectures in which we talked about the reflective thinking process, the values and limitation of group discussion, and the purposes of group discussion. Then at eleven forty five we had a ten minute forum to, again get feedback from them. And as in the interviewing workshop we spent the last five minutes encouraging them to bring back their specific disucssion questions, this time for analysis in the question and answer session which we had right after the noon meal. So again, we did the same kind of format, although there were three of us working on this particular assignment and only two on the interview. And our afternoon activities, we had the question and answer period and then we talked about just basic stuff. They were willing to pay for it. We talked about preparation and participation and leadership.

Then they always like in both Interviewing and Discussion, they liked to talk about how to manipulate people. This always seemed to be a real interesting and vital part of the workshop. They like to have at least a forty-five minute segment or so on methods of manipulation, not so much so they can use them but so that they can know when they're being manipulated, I suppose. We told them we'll show you what they are but you have to use your own conscience in determining whether or not to use them. But that seemed to be a very popular part of it, showing how a group situation can be manipulated. After a ten minute break, the remainder of the afternoon was spent in a number of different exercises. One of them was brainstorming which they just had a great time with. Jon lead this and they really came up with a lot of good ideas on how to solve all the public health problems in the state of Illinois. Then they had role playing on how to counter-act dominant leaders. Finally at the end we had what we thought was a good situation in which we again put them in groups and we had already talked about manipulatory techniques so we planted a manipulator in each group. They went through a regular discussion. We gave them between half an hour and forty-five minutes to discuss a problem. We provided the topics which were general enough that they didn't have to do any research on them. Then we planted a discussion manipulator in the group and part of the responsibility was to discover who the manipulator was. Well you've all done this in your discussion courses, but they thought it was just marvy. We did have a good time in it because they generally did not discover who the discussion wrecker was. Then from three-thirty to four o'clock we had a final wrap up session and answered questions which may have been hanging over from activities that we had throughout the day.

So really it's not any great magical kind of thing. We're just using pretty basic fundamental appraoches to communication processes. These, people, that's what they're interested in. That's what they really want. At least the public health nurses, certainly expressed that. And our feedback that we've had has been way out of this world. I'd like to mail it to the president of the university. So I think the main thing is to keep it moving, keep them involved, keep some vaiety and keep it interesting to them throughout the entire day. We've had a number of benefits we think that have occured to us. First of all we've got a lot of publicity and that doesn't hurt a speech department certainly in this day and age. The nurses have maintained that this has really been helpful to them in facing the day to day kind of problems that they have. We have also found that it's made us shape up our own classroom activities somewhat and apply the things we teach about communication to a more practical, down to earth level. And so we feel that some of these activities that we've been engaging in will hopefully help destroy the ivory tower myth that surrounds the college professors and keep our lines of communication open between the academic and service related agencies. We certainly feel that the connections we have made with the public health nurses has been very rewarding liasson. It certainly generated a lot of public support for our small school that we have there.

To kind of sum up the whole things, if you'r going to get involved in this kind of things remember that involvement, variety, and a fast pace is all important. And we feel if you'll do this and conduct these kind of workshops in your own area and seek opportunities to serve the public and not be afraid to publicize them with some modest good taste. Hopefully you'll be able to find considerable improvement in your town-gown relationships with the surrounding area. Now Jon Hopkins will be our concluding speaker. Jon has been involved in many of these other kinds of

programs that we've had, particulary Mac and I and Jon have worked together closely. Jon's going to talk about some other kinds of community related programs that we have been involved in at EIU. Jon...

We'll be finished here in about 15 minutes. As Mac and Cal have both indicated this era of increasing inflation and decreasing enrollments, public relations between the university and the citizen tax payer are increasingly important. You've heard a number of ways in which the department has attempted to help the university in improving our relationships and thus maintain the university budget and the department's budget. We find that what we've done so far has been quite successful and we antagonized some of the other departments because the administration has blessed us with larger budgets than some of the larger departments. There are a number of other ways that we have attempted to serve the people, and we're not a big factor, but the university needs to serve not only the students that enroll there, but the citizens of the state and we're not too fussy about staying within the boundaries of the state if we can and help others that's fine too. The number of individuals in our society who have a strong desire for a Bachelor of Arts Degree or maybe even a Master of Arts, but they find that in circumstances it is necessary to work full time in order to earn a living. As time permits, they enroll in a class here and a course there hoping eventually to accumulate 120 semester hours and thus graduate. But many of these folks work for major corporations or smaller corporations, something in government and they are moved about from one community to another, some from one state to another, some frequently that although they have a number of hours accumulated, these credits may be scattered over two, three or even four different colleges. Well, the board of governors in the state of Illinois is sympathetic to that problem. The Board of Governors control five of the Illinois State universities and we are one of those. So what the board has decided to do is to offer a Bachelor of Arts degree from the board, regardless of where these people have picked up these credits, provided that they earn them in accredited institutions. So all they have to do is to send their transcripts of credits to the board, and if they have enough they will be graduated as part of the exercises of one of the five. Some of them have graduated as part of our commencement although they took no courses on our campus. Those people who have not yet accumulated 120 semester hours have an opportunity to pick up the ones they need through courses that we offer. At Chanute Air Force Base for example, we have offered five or six courses so far, one each semester. Don Morlan is teaching one there now. Don Garner had one there in the fall. Mac has been up there - once of twice? Once. Last year, for a semester. Some of thos individuals, officers, enlisted men, members of their families, civil service employees, or towns people, they don't have to live in Rantoul where Chanute Air Force Base is. But if they want to commute to the air base once or twice a week in the evening, they are welcome also. We try to serve area high school teachers and students also.

On March 28, two weeks ago tomorrow, Joliet Township High School, which is a suburb of Chicago, sponsored what they called an Instructional Improvement Fair. Fifteen hundred Illinois and Indiana teachers, from a variety of subjects, met there for refresher courses. Members of the English Department of Joliet High wrote to us and asked if we would put to-

gether some units or lessons, or in any way that we could think of, help them to incorporate some general semantics into their high school English classes. So Mac and I designed two units in G. S. for high school students. We presented those units along with suggestions for working them into the classes. They sent to us their textbooks and syllaby for various courses, and then we tried to find places where these units could be worked in. We went to that fair, taught the units to the English teachers as if they were their own freshmen, sophomore students. We demonstrated three different methods for reinforcing the selected lessons incorporated in the units. So when they left, they carried away a folder with the units in there, the general objectives, the specific objectives, the selected lessons, exercises for the students to carry out, which we had demonstrated, visual aids, and a comprehensive bibliography catalog of readily available materials in G. S. We do a lot of the things that you do. In fact we make no claims of being unique. All of you do these various things in one way or another.

We sponsor an annual individual events tournament on the campus, prior to the state district, sectionals, and state final tournaments for high school kids so that they'll have an early experience. They can get the critiques, go back and incorporate what they have learned from our staff and then they do a better job in the district and the sectional.

We sponsor an annual debate tournament on the campus. We have a workshop for coaches. We don't have that every year but when the schedule permits. All of su serve as judges, just as you do, in district, sectional, and in the state finals. About two weeks, maybe three weeks ago, one group went down to Effingham, about seven of us, about five people went up to Champaign, and about 1/3 of the staff went over to the St. Louis schools. For example, Arcola High School had three teachers, one in French, one in Speech, one in English, they wanted to stimulate interest in speech activities in that high school. So people from outside always make a better impression than their own teachers, their own teachers after all _____ in the minds of the kids. There was about a 40-45 minute presentation about speech activities and what was in it for them. As a result of that some of them participate in individual events, something resembling a modest debate team developed in that school.

Our community just as yours has a lot of service clubs in it - Kiwanis, Rotary, Lions, Optomists, you know. Members of our staff appear at the Kiwanis, Rotary, Lions as speakers.

Dr. Ralph McGinnis a member of our staff who had hopes to be here this morning, he may walk in any minute, is a Lincoln Scholar. And so he want to the Rotary Club, and he talked to them about a survey he had made about our freshman speech sections, and we have 32 of them. He was trying to find out the attitudes of college freshmen concerning Mr. Lincoln based upon what they had learned in high school and in their elementary school. The amount of misinformation that they had was unbelievable. Now he spoke to the Rotary about that. Mac, has appeared at the Rotary talking about principles of general semantics. Other staff members have gone to the Kiwanis, Al Rundle, for instance. We prefer students, orators, discussors, debators, for contest purposes, but also for appearances at Kiwanis, and at the Rotary. And the reaction, each time they appear which is about once

a year, is always very good. In fact, a number of Rotarians wanted copies of the manuscripts of the orations. Because for a change, these people were full-establishment, and that was so refreshing. After 6 or 8 years of anti-that they wanted the manuscripts and they have invited the students back next year.

Two of our staff members have served, one in the Kiwanis, and one with the Rotary as program chairman. For one month these individuals week out speakers and took readers and other programs - discussions, debators, sometimes music - bring them to the clubs, introduce them, and then conduct the floor period afterward. Nothing startling about that, but the members of the clubs appreciate it. Staff members have served as MC's for ladies nights, district conventions, faculty Christmas parties, Rotary Club, Christmas parties, and the membership appreciates that.

The Charleston Rotary Club has a sister club in Australia. Years ago, the President of Eastern, whose name was Buzzard, somehow came in contact with another Buzzard in Australia. Now they were not related in as far as they could tell, each were both members of the Rotary Clubs, one in Australia, and one in Charleston. So, ten years later the local club wanted a tape - an hour tape prepared on some group singing and reports by committee chairman of what the local club was doing in that community. That tape then was air-mailed to Australia, and they listened to it and they did the same things over there and shipped it back. While our staff members coordinated the production of the tape, that worked out alright too.

Two of our members have been working closely with the Illinois Federation of Woman's Clubs. Don Morlan and Al Rundle. Now they have done two things. They provided workshops and leadership. Three of them in three different geographical areas in the state. And, these ladies have sponsored 78 high school students - they provided them with scholarships so that they could come to the campus for workshops and effective communication. And these two staff members, along with help with others, have provided those kids, in the summer time, with some training in effective communication.

Now we serve a variety of other organizations in town too. Although our Theater Arts Department is distinct - now becoming a part of the College of Fine Arts, nevertheless, on our staff are a number of people with Theater Arts backgrounds. In the community for some years there has been a community theater activity. They have a hard time maintaining enough interest to stay alone. So, half a dozen staff members have helped them out by trying out for and accepting roles in the productions. Four members, Don Garner, Glen Wiley, Al Rundle, and Jan Norberg have directed shows for them.

Now let's go back to health services for just a moment, not to repeat what's already been presented, but also in the area of health. Charleston and Mattoon are 10 miles apart. One is a city of 16,000 and the other sneaking up around 25,000. Each has had its own hospital, and, in my opinion, both hospitals have been rather decent. But both have realized that if they combined and created a new hospital, that by joining their resources, and their medical staffs, they could have a much better hospital -one that would attrack specialists. And so this has been done. The

hospital is under construction and is going to be called the Sara Bush Lincoln Health Center, in honor of Mr. Lincoln's step-mother. The auxilaries of the existing hospitals felt that there would be a need for a new auxilary and so they asked one of our staff members to come help them as a parlimentarian to create a constitution and by-laws to take the necessary steps to become corporated - as this new hospital is being constructed. That has been done.

Six different agencies in Charleston were providing services for mentally ill, even the fire department was doing a little something but their energies were scattered and they knew they were not as effective as they might be, so they hired an administrator to coordinate the work of these six agencies and create the Coles County Mental Health Board. One of our staff members again served as a parlimentary advisor to help them become a corporation, just short of the legal steps which an attorney has done, to work out for them and with them a constitution and by-laws. That has been completed. In Charleston there is a chapter of the SPEDSQSA BARBER SHOPPERS, a very active chapter and they have called upon our staff to do some things for them. To produce and direct 52 half-hour radio broadcasts over WEIC every Sunday. This involves selecting the music, writing the continutiy and doing the engineering for the broadcast. That is being done. This group has sing-outs at least a dozen of them in nursing homes in Charleston, Mattoon, Arcola three or four times a year the group goes to two or three in the evening and then next week they will go to another community and visit three more. So over the year there are at least 12 of these. In the summer time when church choirs want a week off, the Barber Shoppers go in and sing hymns barber shop style and the parishners applaud which is a bit startling but they do. One of our staff members has served as Master of Ceremony for that. March 30th just 10 days ago this group had its annual show which is more than just a concert, it is a whole show. So they called upon one of us with some experience with MCing and theater to write the script, the continuity, direct the movement and the business and all the technical things about lighting and sound and costuming and make-up and all that stuff.

Seven of our staff members, and one of them is sitting in the second row, are busy developing a tape which parallels a series of slides which are going to be used by the Moore Business Forms Firm in training their salesmen. If you want to know more about that is you pause during the period we'll ask Floyd to explain what goes on then.

The athletes call upon our department too. Not only for intermural basketball and volleyball but one of our Mass Comm. men, Earl McSwain has created and produced the Jack Dean Show. This is the typical Sunday evening interview with the coach with films of yesterday's games and all kinds of excuses why it came out that way - our football team is a disaster. Some of your schools have programs like that for years but it was new to us because the opportunity to put this on television-cable television is not being done. He and some of the majors working in mass comm. broadcast all of the home basketball games. One of our members, Bill, was asked to be MC for the Athletic Awards Banquet and took care of that. Well traveling around as much as he does, he is not on the campus very often, but that's OK. He's out publicizing the name of the university, the tax payers are

more aware now than they have ever been of Eastern Illinois and therefor when it comes time for the budget they don't think of us as some little stepchild down here in the back woods-this is the institution that is doing things. So we get more money than we would otherwise in the university budget.

One of our pleasanter jobs was to work with Miss Illinois. She asked us to help her get ready to go to the Miss American Finals in Atlantic City and even more importantly to present little speeches and bigger ones all over the state for Farm Bureaus, Banking Associations, you know, Miss Any State is invited, exploited by all kinds of organizations. She wanted us to help her determine what kind of an image she should project as the Miss Illinois 18-19 year old lady, citizen of the state and with the speeches themselves. That was no chore at all. The only charge there was a couple of smiles.

One staff who is not a clinician but who has had some background in Speech Correction was called upon to help a faculty member from Physical Education who unfortunately suffered a stroke and became an ephasian victim. He was in the care of an authorized Speech Clinician who worked with him three days a week. Our staff member went in the other days and worked a couple of hours each time and although that professor is not able to return to the classroom, his speech has recovered to the point where he can carry on a conversation with you and you'd have no difficulty understanding each other.

Charleston, Illinois is in Lincoln Country. Mr. Lincoln served as a Circuit Rider, he served as a judge in the Court House on the square, downtown Charleston. His Parents' home is now a state park south of town, they are buried in Shiloh Cemetery about 1/4 mile down the road from the State Park. The fourth Lincoln-Douglas Debate was held in Charleston on the west edge of town on the Fair Grounds.

Dr. Ralph McGinnis, I was hoping that he would get here in time to explain what he is doing in that program, is the former head of the Department of Speech at the University of Montana 20 years of more, a former college president, retired from both of those jobs, but because we are in Lincoln country we are lucky that he has joined our staff for a couple of years and he is doing some very interesting things that I will mention just briefly.

The only home that Mr. Lincoln ever owned is in Springfield, Illinois. The state and the federal government are tearing up the whole neighborhood around that house and they are restoring the neighborhood to its appearance back when he lived there. Much the same as Williamsburg or Charleston, South Carolina or Savanna. Ralph is the coordinator working with the Governor, with the Department of Tourism, with the Chamber of Commerce in Springfield with that whole reclamation process. Also, as part of the National Bi-centennial and since one of the Lincoln-Douglas Debates was held in Charleston, all seven of those debates are going to be held again in September and October of 1974 and he has worked through the Department of Tourism on the State Level through the Chambers of Commerce in each of those cities local actors from high schools, colleges in some of those towns or some of the townspeople. The scripts are being edited by Ralph and some of our graduate students and being condensed to 50 minutes because some of them ran for more than 3 hours, squeeze them down to 50

minutes and reconstruct that whole thing. I wish he were here to talk more about that with you. Those are some of the things that our department has been trying to do for our university, for the people of Illinois, and for anybody who is interested and running through all of these it has fatigued me thinking of all the travel and all that planning, so if you'll excuse me I'll sit down and recuperate.

You are a tremendous audience. I am not sure that I could sit out there and listen to us for an hour and twenty minutes as you have done, but now we want to give you an opportunity to get even with us by asking a few embarrassing questions, or just plain questions, if you have some we'll back up and be the target - - so fire away.